

Leadership and Management

English Strategic Coordinator		
Reception and KS1 Reading leader (RWI phonics)	KS2 Reading leader (Destination Reader programme)	KS2 English Leader
Reading for Pleasure leader (Book Weeks and events)		

Learning to Read through Phonics, Nursery- Year 2 (Read Write Inc.)

Read Write Inc. Phonics is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

Pupils learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

Pupils work effectively with partners to explain and consolidate their learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

All groups are supported by the Reception and KS1 Reading leader who works closely with the English Coordinator. Teachers are supported by a CPD cycle of joint planning, modelling and team-teaching. The Reading leader works closely with the English coordinator to identify those at risk of not meeting end of year expectations and implements them on a 3X weekly 1:1 tutoring programme to ensure they catch up. This is monitored by the English coordinator.

Assessment of progress is ongoing and led by the Reading leader. Children who are identified as not making expected progress or are making greater than expected progress are assessed by the Reading leader and moved to the appropriate reading progress group.

Reading to Learn, Year 2- Year 6 (Destination Reader)

When children can read fluently and accurately they no longer need to learn to read on the Read Write Inc. programme. For many children this is towards the end of Year 2 and continues into KS2. We continue to group pupils homogeneously, according to their progress in reading.

Children are then taught explicit reading strategies through the Hackney wide programme Destination Reader. Destination Reader lessons begin with whole class modelling of a reading strategy by the class teacher. This is followed by independent (partner) reading time focusing on application of the reading strategy. Finally, there is a plenary in which children demonstrate their application and record their learning in Reading albums.

All groups are supported by the KS2 Reading leader who works closely with the English Coordinator and with strategic support from HLT. Teachers are supported by a CPD cycle of joint planning, modelling and team-teaching.

English lessons- Power of Reading Programme and SPaG

We know that young people who enjoy reading are four times as likely to read above the level expected for their age compared with young people who do not enjoy reading at all. Similarly, young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside the classroom (National Literacy Trust Survey 2013).

Throughout the school literacy is taught through the Power of Reading programme. The Power of Reading programme is underpinned by classroom based research and results in outstanding progress in both reading and writing as well as changing attitudes towards reading for pleasure. Children engage with high quality picture books, novels, poetry, fiction and non-fiction through a wide range of teaching approaches. Children are immersed in the text through a wide range of approaches including drama, discussion, role-play, Book Talk, storymapping and shared writing. The teaching sequences embed the teaching of phonics, grammar, punctuation and spelling into a rich reading curriculum.

All elements of SPaG are taught within Power of Reading lessons- both as stand-alone activities as well as daily opportunities to revisit learning within reading and writing activities. The school plans to introduce the RWI spelling programme in autumn 2016 to ensure teachers are equipped to teach children to meet the higher demands of the 2016 KS1 and 2 National Curriculum spelling tests.

A planning review in February 2016 introduced a new 3 weekly planning format to ensure coverage of long writing and redrafting opportunities:

POR and SPaG Planning Cycle Year 2-5

	Week 1	Week 2	Week 3
M	SPaG and handwriting	SPaG and handwriting	Redrafting
T	POR approach (e.g. Book Talk, shared writing, drama etc)	POR approach (e.g. Book Talk, shared writing, drama etc)	SPaG and handwriting
W	POR approach (e.g. Book Talk, shared writing, drama etc)	Introduction and deconstruction of genre (for long writing)	POR approach (e.g. Book Talk, shared writing, drama etc)
Th	Planning for writing (storymapping, box up method etc)	Planning for writing (storymapping, box up method etc)	Planning for writing (storymapping, box up method etc)
F	Long writing (specify genre and punctuation/ grammar links)	Long writing (specify genre and punctuation/ grammar links)	Long writing (specify genre and punctuation/ grammar links)

Parental Involvement and Home Reading

There is a strong association between the amount of reading for pleasure children reported and their reading achievement (National Literacy Trust Survey 2013). Reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education, (IOE Study- Social inequalities in cognitive scores at age 16).

- Every classroom across the school has their own Book Corner stocked with high quality picture books, chapter books, novels, poetry, fiction, non-fiction and in KS2; newspapers and magazines. Children borrow both a 'free reader' (reading book of their choice where the subject/ author interests them) and also a 'levelled reader' (reading book from a colour band which fits their reading progress level).

Parents and carers are:

- Encouraged to listen to and/ or support their child with reading at home. Children are encouraged to read for 10 minutes every night in Foundation Stage, 15 minutes every night in KS1 and 20 minutes (and beyond) every night in KS2.
- Encouraged to support their child in completing their Home Reading Record every night and share this with their class teacher on a daily basis. Children are encouraged to record the book title, pages they have read and for their parent/ carer to sign this.
- Invited into school on a weekly basis to 'Share a Story morning' in the Foundation Stage classes. The class teacher models reading aloud the core text for the week and parents/ carers read 1:1 and in small groups with their children.
- Invited into school on a weekly basis for 'Breakfast with a Book' mornings in KS1 and 2 (focus year groups each half-term). Parents/ carers read with their child and have the opportunity to discuss their child's Home Reading Records and reading progress with their class teacher.

SEND

During the 'learning to read' stage from Reception to Year 2, children are assessed and grouped homogeneously according to their reading progress. The English coordinator, Reading leader and SENcO work closely together to support teachers to differentiate the curriculum to provide appropriate challenge within all groups. In KS1 Power of Reading is taught as a whole class with an additional small targeted teaching group for those children working well below age expected standard. The SENcO works closely with the group teacher to support planning and monitor progress.

Children from KS2 (new starters to the school or those who need to catch up rapidly) access the phonics teaching in KS1. These children also access intervention groups or tutoring in the afternoons to ensure gaps are closed.

Power of Reading is taught as a whole class literacy approach in KS2 but children identified as working well below the expected standard for their year group are taught by the SENcO in a small targeted teaching group. The SENcO adapts the Power of Reading curriculum to ensure it is accessible to those in her group e.g. through the use of colourful semantics and scaffolded teaching.

Enhanced Curriculum- Book Weeks and Events

The Reading for Pleasure leader and English coordinator work together to ensure the curriculum is enriched with extra-curricular celebration weeks and events to celebrate literature. These include:

- Whole school National Storytelling Week
- Whole school Poetry Day
- Whole school poetry performance assemblies (both by visiting poets and each class from Y1-6)
- Whole school World Book Day celebrations
- Class visits to Discover Story Centre (Stratford) and Ministry of Stories (Hoxton)
- Shakespeare in Schools project (Year 6)